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ABSTRACT

This manual is designed to help staff, administrators, and advisory councils evaluate the effectiveness of their community school programs. The development of questionnaires to be used in the Salem, Oregon community schools is described, and applications of the six-component evaluation model are briefly discussed. The bulk of this document consists of the questionnaires, which involve the following components: (1) integration of community resources into the required school curriculum (completed by teachers); (2) extended use of school facilities (coordinators and school staff); (3) enrichment program for youth (elementary and secondary school students); (4) enrichment program for adults (community); (5) coordination and cooperation with other agencies; and (6) citizen involvement (community and community school advisory council). A questionnaire designed to solicit comments on the evaluation instruments is also included. (Author/GDC)

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EVALUATION

Salem Community Schools

the key to

PROGRAM EFFECTIVENESS

TM010 111

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EVALUATION: THE KEY TO PROGRAM EFFECTIVENESS

UNITED STATES OFFICE OF EDUCATION
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I. INTRODUCTION

Accountability has become a key term in the vocabularies of policymakers and administrators, especially as a result of the swing of the political and fiscal pendulums to conservatism. The general taxpayer mood favoring decreased governmental spending and greater fiscal responsibility has seriously jeopardized human service programs, including community schools. These programs are often viewed by taxpayers as the "fat on the bone." Consequently, the need for community educators to provide policymakers with a sound, valid and reliable data base relating to the effectiveness of community schools is apparent.

Certainly one way to generate valid and reliable data about community schools is to evaluate them. Unfortunately, over the years little substantive research has been conducted in the evaluation of community education or community school programs. This has left decision makers and practitioners without a credible base with which to measure program effectiveness, or help determine the direction programs should take in the future. Therefore, a tremendous need exists for instruments which allow community educators to measure their effectiveness in addressing, individually or collectively, the six components of a community school as identified by Dr. Jack Minzey, noted community education author. These six components are:

1. Integration of community resources into the required school curriculum
2. Extended usage of school and community facilities

3. Optional enrichment programs for youth
4. Optional enrichment programs for adults
5. Coordination and cooperation between other agencies and organizations
6. Citizen involvement

Salem School District 24J's School Board officially recognized and approved the six components as community school program goals in 1974. During the ensuing years, the staff has felt the need to evaluate its effectiveness in addressing these goal statements. Several evaluation models were considered before selecting the approach presented herein--a component evaluation model.

Evaluation tools need to be available for internal and/or external evaluations of an entire community school program or its specific elements for program accountability or program decision-making.

The attached evaluation instruments (Appendices A-F) were designed primarily as formative evaluation instruments. In other words, they were developed as an aid for community school staffs to measure the effectiveness of their program in addressing one or more of the six components of a comprehensive community school The data generated through these evaluation instruments can be used as a basis for making programmatic decisions. Therefore, this component evaluation model is designed basically as a self-help process.

II. BACKGROUND

The Salem Community

Salem is the state capital of Oregon. It is located in the mid-Willamette Valley 45 miles south of Portland on Interstate 5. The city of Salem has a population of approximately 90,000.

Salem School District 24J has an estimated population of 130,000 and an enrollment of approximately 22,500 students. It has 37 elementary schools and 10 secondary schools. Its general fund budget for fiscal year 1979-80 is $51,167,300. Salem Public Schools has about 1,000 classified staff and 1,300 certificated staff, plus 120 administrators. A seven-member elected lay Board of Directors governs the school district. The community school program lies within the Community Relations Department, which is one of five major departments.

The Community Schools

The community school program in Salem was initiated in 1969 after 42 residents visited Flint, Michigan, at their own expense. The purpose of the trip was to observe the Flint Community School model in action to determine if the concept could be effectively and efficiently applied in Salem. Upon their return to Salem, the "Flinters" convinced the School Board and City Council of the program's potential merits and benefits, and obtained monies to initiate pilot programs in three schools (Hoover, Washington, and Waldo). The program has grown from three schools with a budget of approximately $60,000 to 15 community schools and a budget of $430,000. Thousands of residents participated in programs or activities during the 1977-78 school year.

Fifteen elementary schools have been designated as community schools. Each community school is staffed with a full-time community school coordinator and has monies available to hire part-time supervisory and clerical staff. The community school coordinators report directly to the building principals. The District's Executive Assistant to the Superintendent for Community Relations serves as a consultant or resource person to the program staff. The District Community School Advisory Committee is the direct liaison between the School Board and Local Community School Advisory Councils. This body provides support, direction and advice to the School Board and administration in matters related to community schools.

The Salem Public Schools has received three consecutive grants from the United States Office of Education through the Community Education Act of 1974 to initiate comprehensive community school programs in the Grant and Richmond neighborhoods. Each grant proposal listed four separate goal statements to be addressed annually. One constant goal was the development of a comprehensive evaluation model based on the six components of a community school.

The developmental process for the evaluation model included: first year, to assist the District in the development of the comprehensive evaluation process for community schools; second year, to field test the previously developed comprehensive evaluation process for community schools; and third year, to refine, package, and distribute the comprehensive community school evaluation model.

III. METHODOLOGY

A. Critical Aspects and Questions

The first step in the development of this evaluation model was an examination of the six components of a community school in terms of the critical aspects of each component. These aspects are those elements of the component that are essential to effectively operationalize that component. After the critical aspects were identified, the significant questions pertaining to each aspect were developed. These questions identify how each aspect of the component is functioning.

The remaining portions of this section present the critical aspects and questions for each of the six components.

COMPONENT I Integration of Community Resources into the Required School Curriculum.

1. Volunteer program
   - 1.1 Are teachers and advisory groups aware of services available?
   - 1.2 How many people/resources are involved in the services provided?
   - 1.3 How effective are the services provided?
     - a. Do services complement the educational process of the school?
     - b. Were services implemented effectively?
2. Field trips
   - 2.1 Are teachers and advisory groups aware of services available?
   - 2.2 How many people/resources are involved in the services provided.

2.3 How effective are the services provided?

a. Do services complement the educational process of the school?

b. Were services implemented effectively?

3. Curriculum enrichment

3.1 Are teachers and advisory groups aware of services available?

3.2 How many people/resources are involved in the services provided?

3.3 How effective are the services provided?

a. Do the services complement the educational process of the school?

b. Were the services implemented effectively?

COMPONENT II Extended Use of Facilities.

1. The use of school facilities

1.1 What percentage of the facilities are used what percent of the time?

1.2 Who uses school facilities?

1.3 Who uses which school equipment?

2. Scheduling of facilities

2.1 What is the attitude of school personnel about extended use of the school facilities and equipment?

2.2 How available are the facilities to other groups?

2.3 How effectively is the scheduling process used?

2.4 What is the working relationship with custodians in the facilities?

COMPONENT III Enrichment Programs for Youth.

1. Advertising programs and communicating with youth
   - 1.1 How involved are youth in program planning?
   - 1.2 How effectively is program information distributed to youth?
   - 1.3 How are youth involved in program evaluation?
   - 1.4 Is information coordinated with junior and senior high school personnel responsible for school newspapers and announcements?
2. Providing optional programs for all youth age groups
   - 2.1 Does the program provide opportunities for youth of all ages?
   - 2.2 Does the program provide varied activities with each age group?
   - 2.3 Does the program provide programs that complement required curriculum in the school?
   - 2.4 Does the program provide opportunities for individual youth self-development?

COMPONENT IV Enrichment Programs for Adults.

1. Needs assessment
   - 1.1 Does the Community School Advisory Council assume responsibility for determining community needs and program development?
   - 1.2 Does the Community School Advisory Council find and catalog community resources for adult programs?
2. A program for all adults
   - 2.1 Does the program provide opportunities for involvement of all adult age groups?

2.2 How many activities are provided for adults?

2.3 How satisfied are adults with the programs presented?

2.4 How many adults are involved in the program delivery?

2.5 Does the program provide opportunities for individual self-development?

3. Program management

3.1 Is program registration clearly defined and easy to complete?

3.2 Are adequate record keeping systems used to record attendance, activities, program successes and failures?

COMPONENT V Coordination and Cooperation with Other Agencies and Organizations.

1. Working relationship with agencies

1.1 Is an agency contact person or representative identified?

1.2 How effective are agencies in accomplishing tasks?

1.3 Is the community school role relative to other agencies and organizations clearly defined?

1.4 Is the role of the cooperative agencies clearly defined?

1.5 Do cooperative agreements exist in a recorded form?

1.6 How many agencies and organizations participated in cooperative efforts with community schools?

2. Benefits from cooperative programs and services

2.1 Does unwanted duplication of services exist?

2.2 What needed programs and services are not offered?

2.3 How many people are served by cooperative programs and services?

2.4 How many cooperative progams and services were delivered?

COMPONENT VI Citizen Involvement.

1. Citizen involvement and local decision making

   1.1 How many citizens are involved in the local decision-making process?

   1.2 Why are citizens involved in the local decision-making process?

   1.3 Why are citizens not involved in the local decision-making process?

   1.4 Are local residents aware of opportunities to influence decisions by policymaking bodies?

   1.5 Do local residents understand the local decision making process?

2. Citizen involvement in community organizations

   2.1 How many citizens participate in community planning?

   2.2 How many citizens participate in community program evaluation?

   2.3 What is the range of activities, programs, and services on which citizens were able to advise?

   2.4 How representative of the community are advisory groups?

   2.5 Is the community school program responsive to community organizations?

B. Instrumentation

Based on the critical aspects and questions, instruments (questionnaires) were designed for each component of the evalation model. This phase was completed during the 1976-77 school year.

C. Field Test

After developing the first draft of the instruments, they were field tested in each of the Salem Community Schools during May, 1978. An evaluation of the evaluation instruments was also conducted to gather data on the effectiveness of the evaluation model. Based on

the field test and its findings, each of the evaluation instruments was refined to allow individuals more ease in administering the instruments and to allow them to gather data which was more consistent with the critical aspects and questions.

IV. APPLICABILITY

This evaluation model is designed to measure the effectiveness of the six components of a community school:

1. Integration of community resources into the required school curriculum.
2. Extended use of school facilities.
3. Enrichment programs for youth.
4. Enrichment programs for adults.
5. Coordination and cooperation with other agencies and organizations.
6. Citizen involvement.

The model suggests a process and provides measurement instruments capable of assisting community educators across the U.S. to determine the effectiveness of their community school programs in the six component areas. Appropriate caution should be exercised by those wishing to use the proposed model to be sure that the model is modified as necessary to fit the needs and situation existing in programs to be evaluated.

Evaluation results can be used to determine which community schools in a particular area are most effective and to find out which are least effective. Results can also be used to measure goal achievement or to give insight into

directions for program improvement. The evaluation can be conducted at the completion of the program to measure its effectiveness in doing what it was expected to do; or it can be conducted while a particular program is in operation so that questionnaire results may be used to measure progress and to strengthen the existing situation.

It is strongly suggested that questionnaires be modified as appropriate to apply to specific situations at any given community school. Modifications may include adding items to the questionnaire or deleting some existing items to "tailor" the instruments to meet individual community needs or circumstances. Other suggestions include putting the coordinator's name and phone number on the top of the survey in case the respondent has questions. The use of terms familiar to the particular clientel responding to the questionnaire is also encouraged. On the average, the questionnaire will take respondents between five and fifteen minutes to complete (the coordinator's questionnaire will take a little longer).

The success of the evaluation depends upon good communication with the respondents. They need to know the purpose of the survey and how the results are going to be used. They also need to know when the research is to be completed and how the final data will be disseminated. Final information from the questionnaire form Component V, "Coordination and Cooperation with Other Agencies and Organizations," could be compiled into a booklet and shared with other community agencies.

Finally, care must be given as to when an evaluation is conducted. The questionnaires should not be distributed during peak work times or when respondents may have other things on their minds. Plan ahead so that the school staff questionnaire is not distributed during the final few weeks of school when the staff members are already overloaded with paper work. Remember, also, community questionnaires should not be administered just before holiday periods such as Christmas.

V. SUMMARY

This evaluation model has been designed to provide formative and summative evaluations of a community school program. It should give community educators the basic tools for evaluating program effectiveness in addressing and meeting identified goals and objectives. Given the changes in the current political climate and increasing demands for accountability in the education sector, it is imperative that community educators increase their efforts in program evaluation.

As the competition for educational and public service dollars intensifies in communities across the land, it seems apparent that those community school programs having sound, reliable data pointing to program effectivenss will have a strong likelihood of achieving funding from year to year. Employment of the evaluation model presented in this report will assist community educators to generate sound and reliable data.

TEACHER QUESTIONNAIRE

SALEM PUBLIC SCHOOLS
Community Relations Department
Community School Program

COMPONENT I
Integration of Community Resources into the Required School Curriculum

The purpose of this instrument is to examine the services offered for integrating community resources into the classroom, and ask some critical questions about those services. Your cooperation in this assessment is appreciated. Please respond to the questions in the spaces provided.

I. What level do you teach?

____ Primary (grades 1-3)

____ Intermediate (grades 4-6)

____ Other

II. Six components of a Community School

A. Below is a list of the six components of a Community School. Please indicate which components you were aware of prior to this survey.

		Yes	No
1.	Integration of community resources into the required school curriculum.	___	___
2.	Extended use of school facilities.	___	___
3.	Enrichment programs for youth.	___	___
4.	Enrichment programs for adults.	___	___
5.	Coordination and cooperation with other agencies and organizations.	___	___
6.	Citizen involvement.	___	___

B. How important do you feel it is to integrate community resources into your classroom curriculum?

Not Important At All				Very Important
1	2	3	4	5

III. Check the box that indicates how often you've requested each service from your Community School program.

A. Scheduling and coordinating of field trips.

/__/ Often (4 or more times per year) /__/ Occasionally (1-3 times per year) /__/ Never

Why do you use this service as frequently/infrequently (i.e., not aware of service available) as you do?

B. Recruitment of classroom volunteers.

☐ Often (4 or more times per year) ☐ Occasionally (1-3 times per year) ☐ Never

Why do you use this service as frequently/infrequently as you do?

_____

C. Recruitment of guest speakers for your classroom (i.e., career awareness, special topics).

☐ Often (4 or more times per year) ☐ Occasionally (1-3 times per year) ☐ Never

Why do you use this service as frequently/infrequently as you do?

_____

IV. In providing quality education to your students, please indicate how valuable each of the following services could be to you as a teacher:

		Not at All Valuable				Very Valuable
A.	Integrating field trips into the curriculum.	1	2	3	4	5
B.	Use of classroom volunteers	1	2	3	4	5
C.	Use of guest speakers	1	2	3	4	5
D.	Utilizing resources for career awareness.	1	2	3	4	5
E.	Arranging special community activities as part of the required curriculum	1	2	3	4	5
F.	Developing community based materials to help the teacher.	1	2	3	4	5

G. Comments: _____

_____

V. Services provided by the Community School staff include: field trips, classroom volunteers, guest speakers, and career education. Circle the number that best describes how effectively the Community School staff has performed the following services:

		Not At All Effective				Very Effective	No Basis For Opinion
A.	Recruiting volunteers	1	2	3	4	5	No
B.	Screening of volunteers to ensure the person fits the task.	1	2	3	4	5	No
C.	Training and/or orientation of volunteers to their tasks.	1	2	3	4	5	No
D.	Evaluating the volunteers' performance.	1	2	3	4	5	No
E.	Ensuring that volunteers receive recognition for their efforts.	1	2	3	4	5	No
F.	Making teachers aware of field trip opportunities.	1	2	3	4	5	No
G.	Helping to organize field trips.	1	2	3	4	5	No
H.	Making teachers aware of opportunities for guest speakers.	1	2	3	4	5	No
I.	Helping to organize guest speakers.	1	2	3	4	5	No
J.	Making teachers aware of career education opportunities.	1	2	3	4	5	No
K.	Helping to organize career education opportunities.	1	2	3	4	5	No
L.	Arranging special community activities as part of the required curriculum.	1	2	3	4	5	No
M.	Developing community based materials to help teachers.	1	2	3	4	5	No
N.	Informing teachers of progress on their service requests.	1	2	3	4	5	No
O.	Responsiveness of the Community School staff to your requests	1	2	3	4	5	No
	1. availability of service	1	2	3	4	5	No
	2. extent or scope of service	1	2	3	4	5	No

	Not At All Effective				Very Effective	No Basis For Opinion
3. quality of service	1	2	3	4	5	No

Comments: _____

_____

VI. How could the integration of community resources into the required school curriculum be improved at your school?

_____

_____

_____

VII. How often do you meet with the Community School coordinator?

/__/ Daily (several times a week) /__/ Weekly (once a week) /__/ Monthly (once a month) /__/ Quarterly (several times a year) /__/ Never

THANK YOU FOR COMPLETING THIS SURVEY.

SCHOOL _____

COORDINATOR QUESTIONNAIRE

SALEM PUBLIC SCHOOLS
Community Relations Department
Community School Program

COMPONENT I:
Extended Use of School Facilities

The purpose of this instrument is for a Community School coordinator to evaluate the effectiveness of community usage of school and community facilities through the Community School program. Please respond to the questions in the appropriate spaces.

I. Based on the last complete month's records, calculate an average percentage use (approximate) of the Community School's facilities. Base your projections on a potential 15-hour day. Exclude weekends unless the school is generally open throughout most weekends. For example, if general classrooms are used 7 hours per day for classes and 3 hours per day for after-school activities, the classrooms are used 10 out of a possible 15 hours each day, Monday through Friday, the average percentage use then equals 67%.

		Percent
A.	General classrooms	_____
B.	Gym	_____
C.	Library	_____
D.	Music	_____
E.	Art	_____
F.	Shops	_____
G.	Home economics	_____
H.	Community (or multi-purpose) room	_____
I.	Other _____	_____
J.	Other _____	_____
K.	Other _____	_____

II. Again, using last month's records as a sample, list below the groups or organizations in the community who use the school's facilities with some regularity.

A.	_____	E.	_____
B.	_____	F.	_____
C.	_____	G.	_____
D.	_____	H.	_____

I. _____ M. _____

J. _____ N. _____

K. _____ O. _____

L. _____ P. _____

III. State last year's and this year's (estimate, if necessary) attendance figures in reference to the programs/activities listed below ("Community School initiated" means any activity or program which the Community School Advisory Council or coordinator took responsibility for starting. "Agency initiated" means any activity or program which was planned and implemented by another agency.):

	Last Year	This Year
A. Annual number of youth participants		
1) Community School initiated	_____	_____
2) Agency initiated	_____	_____
B. Annual number of adult participants		
1) Community School initiated	_____	_____
2) Agency initiated	_____	_____

IV. Who is involved in the scheduling of Community School programs and facility usage?

_____

_____

_____

Outline your scheduling procedure.

1. _____
_____
_____

2. _____
_____
_____

3. _____
_____
_____

4. _____
_____
_____

5. _____
_____
_____

6. _____

7. _____

8. _____

9. _____

10. _____

B. Please comment on the adequacy of the following in meeting Community School needs.

1. Available school equipment and supplies

_____

_____

2. Security of facilities for equipment and supplies

_____

_____

3. Provisions for handicapped people

_____

_____

4. Overall building security

_____

_____

C. Indicate which Community School coordinated activities/programs are conducted in other community facilities. (i.e., secondary scheduling facilities, churches, other community buildings)

Facility	Activities/Programs
_____	_____
_____	_____

Facility	Activities/Programs

D. Please comment on accessibility of the Community School facilities during holidays and summer vacation periods.

E. Please comment on major problems confronting you regarding the use of Community School/community facilities.

F. Please comment on major successes you have had regarding the use of Community School/community facilities.

THANK YOU FOR COMPLETING THIS SURVEY.

SCHOOL _____

SCHOOL STAFF QUESTIONNAIRE

SALEM PUBLIC SCHOOLS
Community Relations Department
Community School Program

COMPONENT II
Extended Use of School Facilities

This evaluation is being conducted for the purpose of determining what effect the use of the Community School facilities is having on the personnel working in those facilities. Your assistance is appreciated. Please respond to the questions in the spaces provided.

Position:

- Principal ☐
- Secretary ☐
- Teacher ☐
- Custodian ☐
- Other ☐ _____

I. Below is a list of the six components of a Community School. Please indicate which components you were aware of prior to this survey.

		Yes	No
A.	Integration of community resources into the required school curriculum.	___	___
B.	Extended use of school facilities.	___	___
C.	Enrichment programs for youth.	___	___
D.	Enrichment programs for adults.	___	___
E.	Coordination and cooperation with other agencies and organizations.	___	___
F.	Citizen involvement.	___	___

II. For questions listed below, please indicate your agreement or disagreement with each statement by circling the appropriate number.

Strongly Disagree	1	Agree	4
Disagree	2	Strongly Agree	5
Neutral	3		

		SD	D	N	A	SA
A.	Notification of room reservations or cancellations are received in adequate time.	1	2	3	4	5
B.	Classrooms are left in an orderly manner after community use.	1	2	3	4	5
C.	There could be more and better use made of the facilities at your school.	1	2	3	4	5

		SD	D	N	A	SA
D.	The Community School program is worth the additional work it sometimes adds to your regular duties.	1	2	3	4	5
E.	Notification of evening activities (quarterly) are received in adequate time.	1	2	3	4	5
F.	Evening supervision of the school is handled in a responsible manner by the Community School coordinator.	1	2	3	4	5
G.	Equipment (PA, AV, sports, etc.), when used in Community School activities, is handled carefully.	1	2	3	4	5
H.	Communication between yourself and the Community School coordinator is adequate.	1	2	3	4	5
I.	The Community School coordinator responds quickly and positively to concerns and suggestions of the staff.	1	2	3	4	5

III. What are some positive benefits of the Extended Use of School Facilities in your community?

_____

_____

_____

IV. What are the major problems in the Extended Use of School Facilities in your community?

_____

_____

_____

V. List any additional comments concerning the Extended Use of School Facilities in your community.

_____

_____

_____

THANK YOU FOR COMPLETING THIS SURVEY.

SCHOOL _____

YOUTH QUESTIONNAIRE

SALEM PUBLIC SCHOOLS
Community Relations Department
Community School Program

COMPONENT III
Enrichment Programs for Youth
Elementary Evaluation

Please do your best in answering the questions below. This is not a test.

I. Have you taken part in any programs/activities after regular hours at your Community School? Yes ___ No ___

A. If yes, which activities/programs have you taken part in?

1. _____
2. _____
3. _____
4. _____
5. _____

B. If not, please explain why.

_____

_____

II. How do you learn about activities/programs that take place at your Community School?

Newspaper ___
School Poster/Bulletin Board ___
Parent ___
School Newspaper ___
Friend ___
School Flyer ___
Other _____
_____

III. What is a better way to find out about your Community School's activities/programs?

_____

_____

IV. Have you been asked what after-school programs/activites you would like to have at your Community School? Yes ___ No ___

If yes, have these programs been offered? Yes ___ No ___

V. Are the Community School programs/activities offered at the best time?
Yes ___ No ___ If not, which would be better?

Afternoon	___	Summer	___	Monday	___	Friday	___
Evening	___	Holidays	___	Tuesday	___	Saturday	___
Weekend	___	Other	___	Wednesday	___	Sunday	___
				Thursday	___		

VI. Are the Community School programs/activities given at the best place?
Yes ___ No ___ If not, which would be better?

School	___	Recreation Center	___
Church	___	Other	_____
Park	___		_____

VII. Are there enough after-school programs/activities for you?
Yes ___ No ___ If not, which other ones would you like to see offered?

_____

_____

_____

_____

VIII. Are you pleased with the after-school programs/activities that are given at your Community School? Yes ___ No ___
If not, how could these programs/activities be improved?

_____

_____

_____

_____

THANK YOU FOR COMPLETING THIS SURVEY.

SCHOOL _____

YOUTH QUESTIONNAIRE

SALEM PUBLIC SCHOOLS
Community Relations Department
Community School Program

COMPONENT III
Enrichment Programs for Youth
Junior/Senior High School Evaluation

We are trying to assess how effective or ineffective Community Schools are in providing activities/programs for your age group. This does not include activities such as school parties, sports, drama, music programs, etc., unless they are sponsored by the Community School. This questionnaire is not a test.

I. Have you participated in any activities/programs organized by your Community School? Yes ___ No ___

A. If yes, which activities/programs have you participated in?

(1) _____ (4) _____
(2) _____ (5) _____
(3) _____ (6) _____

B. If not, please explain why (i.e., transportation problem, do not receive information, no interest, etc.).

_____

_____

_____

II. How do you learn about activities/programs which take place at your Community School?

___ Newspaper
___ School Newspaper
___ Community Newsletter
___ Friend
___ Parent
___ School Flyer/Handouts
___ Teacher
___ Posters/banners
___ Other, please specify _____

III. What is a better way to find out about your Community School's activities/programs?

_____

_____

IV. Have you responded to a youth interest survey from your Community School within the last 12 months? Yes ___ No ___

V. Could the youth interest survey be improved? Yes ___ No ___
Does not apply ___

If yes, how? _____

_____

VI. Are the youth activities/programs offered at the most convenient time for you (i.e., afternoon, evenings, weekends, holidays, and summer)?
Yes ___ No ___ Does not apply ___

If not, when would be a better time? _____

_____

VII. Are the youth activities/programs offered at the most convenient place for you (i.e., Community School, junior/senior high school, community college, churches, park facilities, etc.)?
Yes ___ No ___ Does not apply ___

If not, where would be a more convenient place? _____

_____

VIII. Do you feel the Community School is meeting the needs of "special" youths (i.e., handicapped/disabled, mentally retarded, those with no transportation, etc.)?
Yes ___ No ___ Does not apply ___

If not, how could it meet their needs? _____

_____

IX. Do you feel your Community School makes the best use of other agencies (i.e., community college, park and recreation department, employment services, etc.) in providing youth activities?
Yes ___ No ___ Does not apply ___

If not, how could it use them better? _____

_____

X. Please rate the overall quality of the youth activities/programs of your Community School. Does not apply ___

Low Quality				High Quality
1	2	3	4	5

Please comment (if possible, be specific): _____

_____

_____

THANK YOU FOR COMPLETING THIS SURVEY.

SCHOOL _____

COMMUNITY QUESTIONNAIRE

SALEM PUBLIC SCHOOLS
Community Relations Department
Community School Program

COMPONENT IV
Enrichment Programs for Adults

Coordination of Enrichment Programs for Adults is one of the goals of the Community School Program. To provide better service to adults using the Community School Program, it is necessary to find out people's attitudes toward these programs.

I. Please check the appropriate space below to indicate your age.

18-30 yrs. ___
31-54 yrs. ___
55 + yrs. ___

II. Do you have any school age children who attend the Community School? Yes ___ No ___ If yes, have they attended activities or programs organized by the Community School? Yes ___ No ___

III. Have you participated in any activity/program organized by your Community School? Yes ___ No ___

A. If yes, which activities/programs have you participated in?

(1) _____ (4) _____
(2) _____ (5) _____
(3) _____ (6) _____

B. If not, please explain why (i.e., transportation problems, do not receive information, no interest, etc.)

_____

_____

_____

IV. How do you learn about activities/programs which take place at your Community School?

___ Newspaper
___ School District Publication
___ Community Newsletter
___ Friend
___ School Flyer
___ Other, please specify

_____

V. What is a better way to find out about your Community School's activities/programs?

_____

_____

VI. Have you responded to an adult interest survey from your Community School within the last 12 months? Yes ___ No ___ Does not apply ___

If yes, how could this interest survey be improved?

_____

_____

VII. Are the adult activities/programs offered at the most convenient time for you (i.e., morning, afternoon, evening, weekends, holidays, and summer)?
Yes ___ No ___ Does not apply ___

If not, when would be a better time? _____

_____

VIII. Are the adult activities/programs offered at the most convenient place for you (Community School, community college, churches, park facilities, etc.)?
Yes ___ No ___ Does not apply ___

If not, where would be a more convenient place? _____

_____

IX. Do you feel the Community School is meeting the needs of "special" adult groups (handicapped/disabled, single adults, mentally retarded, low income, those with no transportation)? Yes ___ No ___ Does not apply ___

If not, how could it meet their needs? _____

_____

X. Do you feel your Community School makes the best use of other agencies (community college, park and recreation, health services, employment services, etc.) in providing adult activities/programs?
Yes ___ No ___ Does not apply ___

If not, how could it use them better? _____

_____

XI. Please rate the overall quality of the adult activities/programs of your Community School. Does not apply ___

Low Quality				High Quality
1	2	3	4	5

Please comment (if possible, be specific): _____

_____

_____

XII. Overall, do you feel the Community School is meeting the adult activity and program needs of the community? Yes ___ No ___

How could it better meet these needs? (Specify) _____

_____

_____

THANK YOU FOR COMPLETING THIS SURVEY.

SCHOOL _____

AGENCY QUESTIONNAIRE

SALEM PUBLIC SCHOOLS
Community Relations Department
Community School Program

COMPONENT V
Coordination and Cooperation with other Agencies and Organizations

This evaluation is being conducted for the purpose of assessing the present cooperative arrangements with agencies, and to explore alternatives for the future. We appreciate your assistance.

I. Name of agency _____

Length of involvement with the Community School _____

Is there a formal written, cooperative agreement with the Community School? Yes ___ No ___
If yes, please briefly summarize the content of that agreement. _____

_____

_____

II. Indicate the degree to which your agency's involvement has benefited the Community School.

No Degree				High Degree
1	2	3	4	5

Comment: _____

_____

Indicate the degree to which your agency has benefited from involvement with the Community School?

No Degree				High Degree
1	2	3	4	5

Comment: _____

_____

If the Community School and your agency meet on a regular basis, how often do they meet? _____

What are the general topics discussed at your regular meetings? _____

_____

_____

Has any inservice training been provided for your agency? (in community education and/or interagency cooperation)

Community Education Yes ___ No ___
Interagency Cooperation Yes ___ No ___

III. Please rate the degree of involvement of your agency with the Community School program in the areas indicated below. Also note any specific suggestions for possible future involvement (i.e., joint newsletter after Publicity, etc.).

Not Involved				Highly Involved	Possible Future Involvements and Other Comments
1	2	3	4	5	Funding _____
1	2	3	4	5	Training _____
1	2	3	4	5	Hiring _____
1	2	3	4	5	Publicity _____
1	2	3	4	5	Planning _____
1	2	3	4	5	Evaluation _____
1	2	3	4	5	Purchasing _____
1	2	3	4	5	Use of Facilities _____
1	2	3	4	5	Supervision of Facilities _____
1	2	3	4	5	Joint Staff Meetings _____
1	2	3	4	5	Other _____

IV. In working with your agency, how effective has the Community School been? Circle the most appropriate number.

	Not At All Effective				Highly Effective
A. Providing needs data to your agency.	1	2	3	4	5
Comments: _____					
B. Distributing program information for your agency.	1	2	3	4	5
Comments: _____					

		Not At All Effective				Highly Effective
C.	Helping to clarify areas of responsibility.	1	2	3	4	5

Comments: _____

_____

D.	Helping to solve mutual problems (i.e., facility use, interoffice conflicts, etc.)	1	2	3	4	5

Comments: _____

_____

E.	Helping to explore new areas of cooperative involvement.	1	2	3	4	5

Comments: _____

_____

F.	Accomplishing agreed upon tasks.	1	2	3	4	5

Comments: _____

_____

G.	Responding to community you have expressed.	1	2	3	4	5

Comments: _____

_____

H.	Other _____	1	2	3	4	5

_____

_____

V. Are there any other areas in which your agency would like to cooperate with the Community School? Yes ___ No ___

If yes, please specify. _____

_____

_____

VI. Do you feel that any Community School programs or services are duplicating services that your agency could provide? Yes ___ No ___

A. If yes, what are the ones duplicated? _____

_____

B. How are they duplicated? _____

_____

C. Can you suggest solutions to avoid any of the above duplications?

_____

_____

_____

VII. Can you identify other agencies in the community that could develop a mutually beneficial relationship with the Community School program?

Agency	Possible Areas of Cooperation
_____	_____
_____	_____
_____	_____

VIII. Indicate the kind of coordinating role the Community School performs in relation to your agency.

_____

_____

_____

IX. Identify any interagency problem(s) not yet solved. _____

_____

_____

X. Can you suggest any solutions to the problem(s) identified above?

_____

_____

_____

_____

_____

THANK YOU FOR COMPLETING THIS SURVEY.

SCHOOL _____

COMMUNITY QUESTIONNAIRE

SALEM PUBLIC SCHOOLS
Community Relations Department
Community School Program

COMPONENT VI
Citizen Involvement

One of the goals of the Community School Program is to facilitate citizen involvement in the educative process. We are asking your assistance in determining how effective this goal is being met.

I. Please check the appropriate spaces below to indicate your age and sex.

1-17 yrs. ___	female ___
18-30 yrs. ___	male ___
31-54 yrs. ___	
55 + yrs. ___	

II. Do you have any school age children who attend the Community School?
Yes ___ No ___
If yes, have they attended activities or programs organized by the Community School? Yes ___ No ___

III. Have you participated in any activity/program organized by your Community School? Yes ___ No ___

IV. Have you participated in decision-making at your Community School (i.e., Community School Advisory Council, committees, needs assessment, etc.)?
Yes ___ No ___

V. To what extent have you been involved in other community groups or agencies in the past year?

	Community Group/Agency	Type of Involvement
A.	_____	_____
B.	_____	_____
C.	_____	_____
D.	_____	_____
E.	_____	_____

VI. If you participated in other community groups or agencies, how and why did you become involved?

_____

_____

_____

VII. If you did not participate, what were your reasons (i.e., lack of child care, no transportation, too many other obligations, don't like to attend meetings, etc.)?

_____

_____

_____

VIII. How do you see your role in relationship to the Community School?

Not At All Involved				Very Involved
1	2	3	4	5

IX. How could your Community School be improved?

_____

_____

_____

X. If the Community School were improved, how would you see your role in relation to it?

Not At All Involved				Very Involved
1	2	3	4	5

XI. If you are involved in decision-making (i.e., advisory council, etc.) at your Community School:

A. Do you feel you are represented in decisions made at the school?

Yes ___ No ___ Does not apply ___

Comments: _____

_____

_____

B. Do you feel you are being informed of decisions being made at your Community School? Yes ___ No ___ Does not apply ___

Comments: _____

_____

_____

XII. What could your Community School do to stimulate greater involvement of the local community in:

A. Decision-making at your Community School? _____

_____

_____

B. Problem solving in your community? _____

_____

_____

C. Program/activity involvement? _____

_____

_____

THANK YOU FOR COMPLETING THIS SURVEY.

SCHOOL _____

COM. SCH. ADV. COUNCIL QUESTIONNAIRE

SALEM PUBLIC SCHOOLS
Community Relations Department
Community School Program

COMPONENT VI
Citizen Involvement

One of the goals of the Community Schools Program is to facilitate citizen involvement in the educational process. We are asking your assistance in determining how effectively this goal is being met. Please respond to the questions in the spaces provided.

I. Below is a list of the six components of a Community School. Please indicate which components you were aware of prior to this survey.

		Yes	No
A.	Integration of community resources into the required school curriculum.	___	___
B.	Extended use of school facilities.	___	___
C.	Enrichment programs for youth.	___	___
D.	Enrichment programs for adults.	___	___
E.	Coordination and cooperation with other agencies and organizations.	___	___
F.	Citizen involvement.	___	___

II. Please rate the amount of power the Community School Advisory Council has in advising the principal and Community School coordinator i.e., curriculum development, discipline, safety, budget, programming).

No Power 1 2 3 4 Very Powerful 5

Comments: _____

_____

III. Please rate the amount of power you feel the Community School Advisory Council should have in advising the principal and Community School coordinator.

No Power 1 2 3 4 Very Powerful 5

Comments: _____

_____

IV. What do you consider to be the major areas of responsibility of the advisory council? Please rank in order of importance.

A. _____ D. _____

B. _____ E. _____

C. _____

V. Please list the major tasks and/or issues your Community School Advisory Council has been involved in during the last year.

A. _____ F. _____

B. _____ G. _____

C. _____ H. _____

D. _____ I. _____

E. _____ J. _____

VI. Are there any tasks and/or issues that you feel the Community School Advisory Council should have addressed during the past year? Yes ___ No ___
If yes, list them.

A. _____

B. _____

C. _____

D. _____

E. _____

F. _____

VII. Are the above tasks/issues still relevant? Yes ___ No ___

VIII. Are there any significant groups of people in the local community who should be but are not represented on the Community School Advisory Council? Yes _____ No ____

If yes, which group(s)	How to involve them
A. _____	_____
B. _____	_____
C. _____	_____
D. _____	_____
E. _____	_____

IX. If the Community School Advisory Council carried out a needs assessment, to what extent did it use the results to develop new and/or improved Community School programs and services?

Does not apply _____

Not At All				Great Extent
1	2	3	4	5

X. To what extent has the local neighborhood been involved in decisions which affect the community and/or the Community School?

	Issue	Type of Involvement	
		Present	Desired
A.	_____	_____	
B.	_____	_____	
C.	_____	_____	
D.	_____	_____	
E.	_____	_____	
F.	_____	_____	
G.	_____	_____	
H.	_____	_____	
I.	_____	_____	
J.	_____	_____	

XI. What do you consider to be the main unresolved problems of the Community School Advisory Council in the way it functions as an advisory body?

A. _____

B. _____

C. _____

D. _____

E. _____

THANK YOU FOR COMPLETING THIS SURVEY.

SCHOOL _____

SALEM PUBLIC SCHOOLS
Community Relations Department
Community School Program

COMMENTS ON THE EVALUATION INSTRUMENT

1. Title of the evaluation instrument _____

2. How easy to understand was the evaluation instrument?

Very Easy				Very Difficult
1	2	3	4	5

Comments: _____

_____

3. Was enough room provided to answer all the questions: YES ____ NO ____

Comments: _____

_____

4. How long did it take you to complete the instrument?

1-5 min.	6-10 min.	11-15 min.	16-30 min.	31 plus min.
____	____	____	____	____

5. Did the instrument take more time to complete than you were willing to give it? YES ____ NO ____

Comments: _____

_____

6. Which parts of the instrument were:

a. Irrelevant or inappropriate?

_____

_____

_____

b. Poorly phrased, unclear?

_____

_____

_____

7. What needed to be included in the evaluation instrument that was not included? Please try to be specific.

_____

_____

_____

_____

8. How would you rate the overall effectiveness of the evaluation instrument?

Not At All Effective — Very Effective

1 2 3 4 5

Comments: _____

_____

9. Do you have any further comments or recommendations regarding the evaluation instrument? (goals, objectives, administration, analysis, etc.)

_____

_____

_____

_____